

## Programme Specification: BA (Hons) English Literature and Creative Writing

About the course		
1	Name of course and highest award	BA Honours English Literature and Creative Writing
2	Level of highest award (according to <a href="#">FHEQ</a> )	Level 6
3	Possible interim awards	CertHE, DipHE
4	Awarding/validating institution	University of Gloucestershire
5	Teaching institution	University of Gloucestershire
6	Faculty responsible	Media, Arts and Technology (MAT)
7	Mode of study (full-time, part-time, etc)	Full-time, part-time, Fast-track
8	QAA <a href="#">subject benchmark statement(s)</a>	English 2007 NAWE Creative Writing Subject Benchmark 2009
9	Recognition by Professional, Statutory or Regulatory Body (PSRB), to include definition of the recognition	N/A
10	Other external points of reference	
11	Date of initial validation	August 2007
12	Date of revision	March 2012
13	<p><b>Course aims</b> – a numbered list of the course’s broad statements of intent (likely to be no more than 6)</p> <p>The English Literature and Creative Writing course aims to provide you, the student, with opportunities to achieve the following:</p> <ul style="list-style-type: none"> <li>• To develop a creative and critical mind open to new ideas and contemporary cultural debates;</li> <li>• To gain sustained hands-on writing experience across the genres;</li> <li>• To encourage students to develop a holistic approach to textual study and writing practice;</li> <li>• To develop a broad knowledge of literary forms and literary history;</li> <li>• To develop the ability to read, discuss and write about a broad range of literary texts with skill and confidence, and to acquire a critical vocabulary adequate to the understanding and analysis of complex forms of literary language;</li> <li>• To establish a general ability to think critically and independently and to reflect upon your learning;</li> <li>• To demonstrate an awareness of how social, historical, cultural and political contexts affect production and reception of literary and creative texts, and how students’ work investigates these contexts.</li> </ul>	

14	<p><b>Learning outcomes of the course (8)</b></p> <p><b>Knowledge and understanding</b></p> <p>By the end of the course, students will have developed:</p> <ol style="list-style-type: none"> <li>1. A broad knowledge of literary forms and genres, and a substantial number of authors and texts, with a critical vocabulary for understanding and analysing literary language across historical periods and the distinctive stylistic characteristics of texts written in the principal literary genres of fiction, poetry and drama</li> <li>2. An understanding of the relationship between literature and other cultural forms</li> </ol> <p><b>Intellectual skills</b></p> <p>Students will be able to do the following successfully:</p> <ol style="list-style-type: none"> <li>3. Develop an intellectual framework for evaluating and understanding cultural, historical and political as well as aesthetic contexts of diverse literary texts</li> <li>4. Analyse and synthesise information about the techniques involved in using language in literature in a variety of genres and interrogate and understand the processes involved in the making of creative texts</li> </ol> <p><b>Practical and subject-specific skills</b></p> <p>We want students to be able to do the following successfully:</p> <ol style="list-style-type: none"> <li>5. Articulate knowledge and understanding of texts, concepts and theories through close reading, and to use appropriate critical vocabulary</li> <li>6. create and analyse a variety of creative texts across a number of genres and articulate knowledge and understanding of texts, concepts and theories relating to creative writing making use of appropriate vocabulary and demonstrate sensitivity to the affective power of language</li> <li>7. Deploy rhetorical skills of effective communication and argument, both written and oral and demonstrate research and bibliographic skills appropriate to the discipline whilst developing an awareness of how different socio-historical and cultural contexts affect the nature of production and reception of creative writing;</li> </ol> <p><b>Transferable and key life-skills</b></p> <ol style="list-style-type: none"> <li>8. Reflect appropriately on their learning and skills, and have the opportunity to consider their development in relation to future-planning and the world of work.</li> </ol>
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**15 Learning and teaching strategy** – the course’s approach to learning and teaching, including via blended learning, which enable learning outcomes to be achieved and demonstrated by the student.

In order to ensure clarity about how students are provided with the opportunity to demonstrate achievement of programme outcomes, this section should contain a mapping grid which demonstrates which modules, through their content, contribute to supporting students to achieve the programme outcomes. A simple grid which enables this, and which is capable of extension as necessary, is provided below.

		Programme Outcomes							
		1	2	3	4	5	6	7	8
Modules	HM4000	√	√	√	√	√	√	√	√
	HM4050			√	√	√		√	√
	HM4102	√			√	√	√	√	√
	HM4302	√		√	√	√		√	√
	HM4303	√		√	√	√		√	√
	HM5000	√	√	√	√	√	√	√	√
	HM5050		√	√				√	√
	HM5101	√	√				√		√
	HM5102	√	√		√		√	√	

	<b>HM5103</b>	√	√	√	√		√	√	
	<b>HM5104</b>				√		√		
	<b>HM5301</b>	√		√		√		√	
	<b>HM5305</b>	√	√	√		√		√	
	<b>HM5306</b>	√		√		√		√	
	<b>HM5307</b>	√		√		√		√	
	<b>HM6000</b>	√	√	√	√	√	√	√	√
	<b>HM6101</b>	√		√	√		√	√	√
	<b>HM6102</b>	√		√	√		√	√	
	<b>HM6103</b>	√	√	√	√	√	√	√	√
	<b>HM6104</b>	√	√	√	√	√		√	√
	<b>HM6105</b>	√	√	√	√	√	√	√	√

		<b>HM6106</b>	√	√	√	√	√	√	√	√	
		<b>HM6107</b>	√			√			√	√	
		<b>HM6108</b>	√	√		√	√	√	√	√	
		<b>HM6109</b>	√	√	√		√	√	√	√	
		<b>HM6303</b>	√		√	√	√		√		
		<b>HM6304</b>	√	√	√	√	√		√		
		<b>HM6308</b>	√		√	√	√		√		
<b>16</b>	<b>Learning and teaching methods</b>										
	HEFCE requires that the University's Key Information Set (KIS) indicates the proportion of time in each year of study that students can expect to engage in the following activities (express as a percentage for each level).										
	<ul style="list-style-type: none"> <li>Scheduled learning and teaching activities (including lectures, seminars, tutorials, dissertation meetings, demonstration, practical workshops, fieldwork, external visits, work-based learning);</li> <li>Guided independent learning;</li> <li>Placement and study abroad</li> </ul>										
	<b>Level 4</b>	Scheduled learning and teaching activities					30%				
		Guided independent learning					70%				
		Placement and study abroad					0%				
	<b>Level 5</b>	Scheduled learning and teaching activities					20%				
		Guided independent learning					80%				
		Placement and study abroad					0%				
	<b>Level 6</b>	Scheduled learning and teaching activities					20%				
		Guided independent learning					80%				
		Placement and study abroad					0%				

17	<p><b>Assessment strategy</b></p> <p>Students are assessed via the academic essay, the creative and/or reflective text, the portfolio, the in-class assignment, the examination, and the level 6 dissertation. Academic essays allow students to demonstrate subject-specific knowledge (outcomes 1, 3, 4), writing and intellectual skills (outcomes 3, 4, 7), analytic and rhetorical skills in creative writing (outcomes 6,7) and to implement and demonstrate advanced research and planning skills (outcomes 7, 8). Creative text-based assignments enable students to produce pieces of original creative writing (outcome 6), to analyse closely the processes of creating texts (outcome 5), and to enhance this understanding through responsive self-reflection and commentary (outcome 8). Regular peer and tutor critique in seminar workshops offers formative assessment of creative texts. The portfolios are used to assess students on a wider range of subject-specific, practical and transferrable skills, both formative and summative. They may consist of, but are not limited to, the following: analytic and reflective essays, research-based activities, presentations, peer-group evaluation, VLE discussion forum and other on-line activities, learning logs, critical diaries and critical reviews. Examinations enable students to recall, select, and redeploy information in a variety of new contexts and to articulate this material concisely within time constraints. The level 6 dissertation demonstrates subject-specific skills at an advanced level and illustrates student competence at planning, writing and presentation, as well as the ability to work independently on an extended research project (outcomes 1-8)</p>									
18	<p><b>Assessment methods</b></p> <p>HEFCE requires that the University's Key Information Set (KIS) indicates the proportion of <u>summative</u> assessment in each year of study that will derive from the following:</p> <ul style="list-style-type: none"> <li>• Written exams</li> <li>• Practical exams</li> <li>• Coursework</li> </ul>									
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;"><b>Level 4</b></td> <td>Written exams</td> <td style="text-align: right;">6%</td> </tr> <tr> <td></td> <td>Practical exams</td> <td style="text-align: right;">0%</td> </tr> <tr> <td></td> <td>Coursework</td> <td style="text-align: right;">94%</td> </tr> </table>	<b>Level 4</b>	Written exams	6%		Practical exams	0%		Coursework	94%
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19	<p><b>Location(s) of the course's delivery</b></p> <p>FCH</p>									
20	<p><b>Admissions requirements</b></p> <p>UCAS tariff 300 points</p>									
21	<p><b>Career and employability opportunities</b> - details of any work experience, work-based learning, sandwich year or year</p> <p>Students will be introduced to <i>Degreeplus</i> and its various facilities during the compulsory module HM4050 Reading, Writing and Work at Level 4. Included in the learning outcomes on this module is engagement 'in practical and reflective ways with <i>Degreeplus</i> in order that these activities contribute to the development of skills for and approaches to employment'. Students will be well-placed to work</p>									

	abroad	toward accreditation for an Employable Gloucestershire Graduate award. In the compulsory module HM5000 Scholarly Research Project at Level 5, students will have the opportunity to engage in work experience as part of their research. They will be able to participate in internships and/or work experience at Levels 5 and 6. HM5104 The Creative Process and HM6101 The Writing Business provide opportunities for students to engage in learning in real-world contexts.
<b>22</b>	<b>Management of Quality and Standards</b>	
	<p>Guidance on the University's approach to the management of quality and standards is contained in the Quality Assurance Handbook, Academic Regulations for Taught Provision, Assessment Principles and Procedures, and associated sources of advice. All regulations, policies and procedures are aligned with QAA reference points and, where relevant, those of Professional, Statutory and Regulatory Bodies.</p> <p>Quality assurance is undertaken as close as possible to the point of delivery. There is a route from the module level to courses and through to faculty and University levels so that issues can be addressed and delivery enhanced in the appropriate arena.</p> <p>Externality is guaranteed via external examiner reports which allow the University to make judgements on the quality and standards of its provision. The University also benefits from the input of externals in its approval and review procedures.</p> <p>Students are able to comment on their modules and courses in various ways including module evaluations, course boards and the NSS.</p>	
<b>23</b>	<b>Support for Students and for Student Learning</b>	
	<p>At University level, students are able to access information, advice and guidance on a range of issues as well as contacting most Student Services teams through the campus based Helpzones, either in person, accessing materials and advice via the website or by telephone/e-mail contact see <a href="http://www.glos.ac.uk/helpzones">www.glos.ac.uk/helpzones</a></p> <p>Available support specific to their studies includes Student Employability (Careers advice and guidance and placement related activity), Disability, Dyslexia and Learning Support team and the Student Achievement team (including study skills tutors for academic and numeracy skills). Full details of all Student Services is available at - <a href="http://www.glos.ac.uk/student-services">www.glos.ac.uk/student-services</a>.</p> <p>Further general and programme specific support is available through the Libraries, ICT and LTS. Library and Information Services support student learning by delivering effective, efficient and learner-focused services via the three campus libraries. These include traditional academic library resources, electronic information resources, open access IT and media facilities, integrated learner support, enquiry services, a choice of study spaces and access to the Archives and special collections. Students have access to expert help and advice in using the full range of resources to support their studies, whether they are working on or off campus. Full details of all LIS services are available at <a href="http://insight.glos.ac.uk/departments/lis/Pages/default.aspx">http://insight.glos.ac.uk/departments/lis/Pages/default.aspx</a>.</p>	

## 24. Course Map

<b>English Literature and Creative Writing</b>
<b>Course Leader: Dr Hilary Weeks</b>
<b>Senior Tutor: Dr Adrian Long</b>
<b>Notes:</b>

To achieve your intended award you must meet the overall award requirements and the Course requirements.

### Award Requirements

*For Single Honours Degree*

- Take 360 CATS, with 120 CATS at each Level and at least 300 CATS from the Course map below
- Pass 300 CATS in total with 210 CATS at Levels 5 and 6
- Achieve 30% in the remaining 60 CATS for them to be condoned
- Pass at least 240 CATS from the Course map below with at least 75 CATS at each Level
- Pass compulsory and core modules from the Course map below

### Course Requirements:

<b>LEVEL 4</b>		
To complete your programme you must pass the following compulsory modules:		
HM4000 Foundations: Cultural Legacies	30 CATS	YEAR
HM4050 Reading, Writing and Work	30 CATS	YEAR
HM4102 Reading as Writers	30 CATS	YEAR
HM4302 Language of Literature	15 CATS	SEM1
HM4303 The Short Story	15 CATS	SEM2

<b>LEVEL 5</b>		
To complete your programme you must pass the following compulsory modules:		
HM5000 Scholarly Research Project	30 CATS	YEAR
To complete your programme you must pass a minimum of 30 CATS from the following core modules:		
HM5302 Renaissance, Revolution and Restoration: Literature 1580-1700	30 CATS	YEAR
HM5303 Restoration to Romantics: The Long Eighteenth Century	30 CATS	YEAR
To complete your programme you must pass a minimum of 30 CATS from the following core modules: HM501, HM5102, HM5013		
HM5101 Advanced Poetry	30 CATS	YEAR
HM5102 Advanced Prose	30 CATS	YEAR
HM5103 Advanced Drama	30 CATS	YEAR
HM5104 The Creative Process: Writing, Re-Writing and Editing	15 CATS	SEM 1
Other modules which can count towards the requirements of your course are:		
HM5050 Humanities Field Trip	15 CATS	SEM 2
HM5301 Writing the New World: Nineteenth Century American	15 CATS	SEM 1



Literature		
HM5305 Staging the Cultural Moment: British Theatre 1660-1890	15 CATS	SEM 2
HM5306 Betwixt and Between: Middlebrow Writing	15 CATS	SEM 1
HM5307 Crime Fiction	15 CATS	SEM 2

**LEVEL 6**

To complete your programme you must pass the following compulsory module:

HM6000 Dissertation	30 CATS	YEAR
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To complete your programme you must pass a minimum of 60 CATS from the following core modules:

HM6101 The Writing Business	15 CATS	SEM 1
HM6102 Experimental & Transgressive Writing	30 CATS	YEAR
HM6103 Ideas, Inspirations & Contexts	15 CATS	SEM 1
HM6104 Autobiography, Confession & Creative Non-fiction	15 CATS	SEM 2
HM6105 The Novel	15 CATS	SEM 1
HM6107 Writing, Language & the Brain	15 CATS	SEM 2
HM6108 Writing about History	15 CATS	SEM 2
HM6109 Dramaturgy in Practice	15 CATS	SEM 2
HM6303 Modern and Contemporary American Literature	30 CATS	YEAR
HM6304 British Theatre: Staging the Twentieth Century and Beyond	30 CATS	YEAR
HM6308 Make It New: British Writing from 1900 to the Present	30 CATS	YEAR
HM6106 Creativity: Theories & Models	15 CATS	SEM 1